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ABSTRACT

This document presents a total of 130 references and annotations of works that are related to the topic of adult learning through museums or through the arts in general. Although not all of the materials cited focus specifically on adult models or experiences, all pertain to education in and through museums, art education theory and practice, and/or successful models of collaboration. Section 1 presents 59 annotated references with keywords drawn from the Canadian Literacy Thesaurus. Selected topics covered in the publications annotated are as follows: pictorial-verbal and analytic-holistic learning strategies; linking museums and libraries; the role of popular theater in adult education programs; participatory practices in adult education; reaching new adult learners through museums; fostering shared learning among children and adults; integrating literature and the arts; functional literacy, cultural literacy, and educational reform; museums' roles in literacy and in adult education; learning from objects; a framework for diversifying museum audiences; partnerships between museums and schools; adult learning in nonformal institutions; and community and institutional partnerships in art education. Section 2 lists 60 readings recommended by participants. Section 3 briefly describes the materials available at 11 World Wide Web sites of organizations concerned with and/or involved in adult learning and education through museums or the arts. (MN)

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Literacy, Museums and the Arts: An Annotated Bibliography

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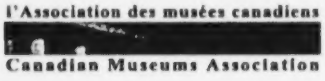

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Acknowledgments

The following individuals contributed their time and expertise to the creation of this bibliography.

The research component was undertaken by three individuals.

Liz Coman, is a graduate student enrolled in the Museum Studies program at John F. Kennedy University in Orinda, California, and is currently researching a Masters thesis on "adult learners and the museum." Liz was identified to Lon Dubinsky, and, upon request, she generously agreed to send us her reading list and selected annotations.

Meg Sinclair and Elizabeth Dupuis, two students from the McGill Graduate School of Library and Information Studies, conducted further research on "adult education through the arts," using our topic as the focus of a school literature search assignment. Before returning to university, Meg worked for four years as The Centre for Literacy librarian, and we are grateful to have had the benefit of her experience on this project.

The annotations/abstracts were taken from a number of different sources, but the origin of each one is identified in square brackets immediately following the text. AskERIC, Education Abstracts, or Ingenta refer to the database in which an abstract was found. In a few instances, where no abstract or copy of the item was available, reader reviews and/or publisher's abstracts were taken from Amazon.com and edited. The initials LC refer to Liz Coman, CE to Claire Elliott, and SS to Sally Selvadurai.

Claire Elliott, librarian for The Centre for Literacy, gathered and edited the references, abstracts and annotations, assigned keywords from The Canadian Literacy Thesaurus, and formatted the document for publication. The final version was edited and proofread by the Centre's assistant office manager, Sally Selvadurai.

Funding for this publication, and for the *Literacy, Museums, and the Arts Symposium* for which it was created, was received from the Canadian Museums Association through the National Literacy Secretariat.

Preface

The references and annotations in this bibliography all relate in some way to the topic of adult learning and education through the museum, and through the arts in general.

The titles supplied by Liz Coman were identified while researching her masters thesis on adult learners and the museum. Given the specificity of her focus we took her findings to be comprehensive, and thus did not attempt to duplicate her research. Meg Sinclair and Elizabeth Dupuis were therefore asked to focus their literature search on the expanded topic of adult education through the arts.

While not all of the articles focus specifically on adult models or experiences, all pertain to either education in and through the museum, art education theory and practice, and/or successful models of collaboration. The majority of these references were produced in the 1990's, but coverage extends from 1976 to 2001.

Note on style
We have retained original spellings from all the articles, whether Canadian, American or British, so the same words may be spelled differently in different annotations.

How to use this bibliography
The references in this bibliography are grouped under three sections, and listed alphabetically by author/title within each section. Keywords drawn from the Canadian Literacy Thesaurus and, in some instances, the article itself, have also been assigned, and an index to these terms appears at the end of the document.

Section 1: Annotated References with Keywords

Alesandrini, K.L. (1981). ***Pictorial-verbal and analytic-holistic learning strategies in science learning.*** **Journal of Educational Psychology 73(3), 358-368.**

Investigates the effectiveness of learning strategies in the understanding and retention of scientific information. The results reveal that the drawing strategy (drawing pictures of the material) was effective without gender bias, whereas the holistic strategy (relating specifics to more inclusive concepts) was more effective for females. [SS]

Holistic Approach; Learning Strategies; Learning Styles; Pictorial Thinking; Post-Secondary Education; Research; Science; Verbal Thinking

Alesandrini, K.L. (1984). ***Pictures and adult learning.*** **Instructional Science 13(1), 63-77.**

Discusses research on representational pictures, which share physical resemblance with the concept the picture represents; analogical pictures, which convey a concept; and arbitrary pictures, or highly schematized visuals related logically to the things they represent. The contributions of each type to adult conceptual learning and learning from prose and expository text are considered. [AskERIC]

Adult Learning; Analogical Pictures; Arbitrary Pictures; Comparative Studies; Conceptual Learning; Research; Pictographs; Representational Pictures; Word Image Relationship

Art and the 3R's: A curriculum guide for teachers (2000). Denver, Colorado: Denver Art Museum, Education Department.

Created to support a Denver Art Museum workshop, this guide aims to inform teachers how to incorporate art into reading and writing exercises and instruction. Although examples are based on Denver Art Museum exhibits, it is a helpful source of art- and language-based activities. [CE]

Curriculum Guides; Instructional Models; Integrated Learning; Lesson Plans; Literacy Across the Curriculum; Reading Exercises; Writing Exercises

Bartholow, C. (1999, March/April). *Linking Up Museums and Libraries.* Museum News, 36-43.

Looks at how the Institute of Museum and Library Services [IMLS], based in Washington, D.C., was restructured in 1996, and outlines three case studies of collaborations between museums and libraries. It gives historical information and current goals and objectives of the IMLS. [LC]

Case Studies; Community Organizations; Cooperation; Cultural Organizations; Educational Objectives; Libraries; Museums

Bates, R.A. (1996). *Popular theatre - a useful process for adult educators.* Adult Education Quarterly 46(4), 224-236.

Popular theatre is defined and contrasting uses of the theatre as an educational process are discussed, including community involvement. An ideal model of popular theatre practice is presented and it is argued that it has the potential to be a useful tool for adult educators in the United States.

Community Education; Conscientization; Development; Drama; Educational Philosophy; Popular Culture; Problem Solving; Theatre

Brennan, B. (1994). *Widespread neglect in the fourth education sector in Australia.* Australian Journal of Adult and Community Education 34(2), 96-103.

Adult and community education neglect museums and art galleries as venues, and museum staff neglect adults as learners in developing educational programming. Both groups should work more closely together. (SK) [AskERIC]

Adult Learners; Arts; Community Resources; Cooperation; Learning Environment; Museums; Programming; Training Needs

Burchenal, M.K. (1997). *Thinking through art*. Journal of Museum Education 23(2), 13-15.

Talks about "Visual Thinking Strategies" and learning from art without having an art background. This is a key technique that would help adult learners improve critical thinking skills and enhance their learning. [LC]

Arts; Critical Thinking; Group Discussion; Instructional Models; Learner Instructor Relationships; Visual Learning; Visual Thinking

Campbell, P. & Burnaby, B., Eds. (2001). Participatory practices in adult education. Mahweh, New Jersey: Lawrence Erlbaum Associates.

Outlines projects from a range of program settings (schools, institutions, communities and the workplace) that have had a participatory component. Concrete models and suggestions are available to practitioners who wish to develop a participatory element to their own activities. [SS]

Adult Education; Instructional Models; Learner Centred Programs; Literacy Programs; Participatory Education; Personal Experiences

Catherall, V. (1992). Reaching out to new adult readers: An introductory handbook for museums. Unpublished Master's Thesis, John F. Kennedy University, Orinda, CA.

This project thesis assesses the challenges that museums offer new adult readers. The main point calls for more awareness and programming for adults with reading difficulties. [LC]

Adult Education; Consciousness Raising; Instructional Models; Museums; Training Guides

Chobot, M.C. & Chobot, R.B. (1990). *Museums as educational institutions*. New Directions for Adult and Continuing Education 47, 55-62.

Changing perspectives on the museum's role and the importance of museum education have raised the museum's potential to act as a lifelong learning resource. Advances in storage, retrieval, and display technology such as videodiscs and compact discs, permit more dynamic and accessible educational opportunities in museums. (SK) [AskERIC]

Access to Education; Cultural Education; Learning Environment; Lifelong Learning; Museums; Programming; Technological Change

Cohen, P.A., Ebeling, B.J. & Kulik, J.A. (1981). *A meta-analysis of outcome studies of visual-based instruction*. Educational Communication and Technology Journal (ETCJ) 29(1), 26-36.

Documents a collaborative research study between the author and the American Association of Museums that examined characteristics for successful museum partnerships. It highlights that community connections are a fundamental reason for museum partnership; this reinforces the motivation behind museums collaborating with literacy projects. [LC]

Community Resources; Cooperation; Literacy Programs; Participatory Research; Post-Secondary Education; Research Projects; Statistics; Visual Learning

Cohen, S. (1989). *Fostering shared learning among children and adults: The children's museum*. Young Children 44, 20-24.

Describes the important role museums can play in promoting curiosity and shared learning in and between children and adults. The broad and varied relevance of many museum exhibits to topics in everyday life, and the opportunities they afford to promote discussion and experiential learning are highlighted. The features most likely to create strong educational/learning experiences in exhibits are identified. [CE]

Adult Learning; Children; Cultural Education; Experiential Learning; Family Literacy; Holistic Approach; Intergenerational Literacy; Learning Environment; Museums; Programming

Cornett, C.E. & Smithrim, K. (2001). The arts as meaning makers: Integrating literature and the arts throughout the curriculum. Toronto, Ontario: Prentice Hall.

Aimed at undergraduate education majors or practicing classroom teachers, this textbook outlines the reasons for integrating arts into the curriculum. Also shows teachers how to plan and implement units and specific lessons that utilize at least one art form in each lesson.

Arts; Dance; Holistic Approach; Instructional Models; Integrated Instruction; Lesson Plans; Literacy Across the Curriculum; Music; Theatre

Csikszentmihalyi, M. (1990). The art of seeing: An interpretation of the aesthetic experience. California: J. Paul Getty Trust.

Focuses on the psychology of the aesthetic experience and on the perception and understanding of art, suggesting ways to raise levels of visual literacy and enhance artistic enjoyment. The findings [are] of importance to museum professionals and art educators, to psychologists and to those interested in the nature of the aesthetic experience. [Amazon.com]

Aesthetic Experience; Arts; Learning Psychology; Museums; Personal Experiences; Research; Visual Literacy

Cummins, J. & Sayers, D. (1997). *Beyond functional literacy: The dilemmas of educational reform*. In J. Cummins & D. Sayers, Brave new schools: Challenging cultural illiteracy through global learning networks (pp. 81-117). New York: St. Martin's Press.

Looks at the origins of literacy, its impact on society, and the crucial role it will have in our future. It touches on the definition of literacy, focusing on cultural literacy and how it is directly connected to formal literacy. [LC]

Access to Education; Cultural Education; Educational Reform; Functional Literacy; Social Environment; Technological Change

Curtiss, D. (1988). ***Deconstructing visual statements to improve written and oral expression.*** **Reading Psychology 9(4), 483-494.**

Describes a college teaching experience in which active visual analysis (hands-on deconstruction of visual statements to their constituent elements and principles) had an unblocking effect on [related] writing assignments. Suggests that students can improve both verbal and visual articulation when modes of perceiving and thinking are used interactively. (MM) [AskERIC]

Integrated Learning; Oral Communication; Oral Written Language Relationships; Research Projects; Visual Literacy; Writing Ability

Curtiss, Deborah. (1995). ***From iconic to lingual: Interpreting visual statements.*** **In D.G. Beauchamp, R.A. Braden & R.E. Griffin (Eds.), Imagery and visual literacy (pp. 24-29), Blacksburg, VA: International Visual Literacy Association, Inc.**

Visual statements can be seen as a means of communication, but must be interpreted flexibly, be context-relevant and open to reinterpretation and reevaluation. Systems for interpretation in communication theory are provided with lists that outline various perspectives and categories of an eclectic, inclusive interpretation process.

Arts; Communication; Educational Theory; History; Learning Psychology; Social Environment; Visual Literacy

Dubinsky, L. (1997). ***Museums and literacy: a natural partnership.*** **Journal of Education in Museums 18, 10-12.**

Describes the Canadian Museums Association program called "Literacy and the Museum: Making the Connections" and its outcomes. It indicates that research has already taken place in the field on promoting museums to literacy learners. [LC]

Cooperation; Instructional Models; Learning Environment; Literacy Campaigns; Literacy Programs; Literacy Research; Museums;

Dufresne-Tasse, C., Lapointe, T. & Morelli, C. (1991). *L'apprentissage de l'adulte au musée et l'instrument pour l'étudier*. Canadian Journal of Education 16, 281-291.

Investigates the ways adults learn in museums, through an examination of visitors' psychological experience. The authors describe an instrument developed to analyze that experience, and explain the underlying conception of learning. [CE]

Adult Learning; Learning Environment; Learning Psychology; Museums; Programming; Research Instruments; Research Projects

Dufresne-Tasse, C. & Lefebvre, A. (1994). *The museum in adult education: A psychological study of visitor reactions*. International Review of Education 40(6), 469-484.

Asserts the need to re-think how museums are used in adult education. Re-thinking requires knowledge of the psychology of museum visitors. This paper describes the methodology used to study the reactions of adults when observing museum exhibits, the results obtained and some perspectives for future study. [CE]

Adult Basic Education; Instructional Methods; Learning Environment; Learning Psychology; Museums; Program Evaluation; Psychology; Research Projects

Durbin, G., Morris, S. & Wilkinson, S. (1990). Learning from objects: A teacher's guide. London, England: English Heritage.

Objects are one way of understanding the world. This teacher's guide offers a method of analyzing objects that, once understood, can be applied in the classroom, on site, or in museums and galleries. Focus is upon artifacts rather than natural objects. Cross-curricular applications and teaching techniques are given. Sample exercises, discussion guides, and activities are included. (MM) [AskERIC]

Curriculum Guides; Experiential Learning; History; Instructional Models; Integrated Learning; Museums; Resources

Falk, J.H. (1998, September/October). *A framework for diversifying museum audiences.* Museum News 36-39, 61.

Outlines a framework that is central to understanding the complexities of museum audiences, using demographic variables, psycho-graphic variables, personal and cultural history and environmental variables. It calls on museums to adapt to social change and become a 'major player' in the learning community. [LC]

Access to Education; Cultural Education; Demography; History; Museums; Personal Experiences; Psychology; Social Change; Social Indicators

Falk, J.H. & Dierking, L.D. (2000). Learning from museums: Visitor experiences and the making of meaning. Walnut Creek: Altamira Press.

Synthesizing theories and research from a range of disciplines, including psychology, education, anthropology, neuroscience and museum research, the authors explain the nature and process of learning as it occurs within the museum context and provide advice on how museums can create better learning environments. [Amazon.com]

Instructional Models; Learning Environment; Museums; Learning Psychology; Programming; Research

Fingeret, H.A. & Drennon, C. (1997). Literacy for life: Adult learners, new practices. New York, New York: Teachers College, Columbia University.

Gives a snapshot of the lives of five adults, their participation in a literacy program, and looks at how and why change occurs in various people. It promotes a 'framework for change' for how adults move through a profound transformation of identity and world-view as they move further into the literate culture. It proposes that culture and literacy practices are interwoven; it is not possible to change one without an impact on the other. [LC]

Adult Learning; Cultural Education; Instructional Models; Literacy Programs; Personal Experiences; Success Stories

Fisher, M.S. (1997). *The effect of humor on learning in a planetarium.* Science Education 81(6), 703-713.

Examines the role of humor in the retention of information. The study was conducted at Ohio's Centre of Science and Industry and involved having two groups of people watch a general astronomy video, either with or without humorous inserts. Immediately following the viewing a test was administered to determine short-term retention. Those who watched the 'humorous' show retained less information than the other group.

Humour; Learning Environment; Learning Psychology; Research Projects

Funch, B.S. (1997). *The Art Museum in partnership with schools.* Museum International 49(2), 38-42.

Examines the relationship between the school curriculum and the role of the art museum in the community. It outlines changes that should be made to increase the effectiveness of school-museum partnerships, looking at art education from a research psychologist's perspective.

Arts; Community School Relationships; Cooperative Planning; Cultural Education; Learning Psychology; Program Evaluation; Research

Gartenhaus, A. (1993). Minds in motion: Using museums to expand creative thinking. San Francisco, California: Caddo Gap Press.

Created for docents, educators, and teachers, this exploration of various activities can be used in art, history, and science institutions to engage children with collections, and provide them with opportunities to discover meaning and expand their creative thinking. [Amazon.com]

Children; Critical Thinking; Cultural Organizations; Educational Strategies; History; Instructional Methods; Learning Environment; Museums; Programming

Gray, D. & Chadwick, A. (2001). *Museums: Using keyworkers to deliver lifelong learning.* International Review of Education 47(5), 427-441.

'Keyworkers' are people who act as mediators between museums and the general public, from taxi drivers and traffic wardens to youth and elderly adults. This paper describes how these keyworkers were used in various museum projects around the world and makes recommendations for developing museum policy to use such individuals to enhance adult learning in museums.

Adult Learning; Cultural Education; Human Resources; Lifelong Learning; Museums; Programming; Research Projects; Training Needs

Heimlich, J.E., et al. (1996). Adult learning in nonformal institutions. ERIC Digest No. 173. Columbus, Ohio: ERIC Clearinghouse on Adult, Career, and Vocational Education.

Explores some of the central concepts of adult learning in nonformal settings. A brief discussion of nonformal learning and the adult visitor lays the foundation for the examination of ideas in the literature on (1) what is educational in attractions, (2) opportunities and challenges to education in these settings, and (3) the application of adult learning theory to zoo, museum, center, and attraction education. [AskERIC]

Adult Learning; Community Organizations; Educational Theory; Informal Education; Learning Environment

Hein, G.E. (1998). Learning in the Museum. New York: Routledge.

Provides a summary of current museum learning theory, with a compendium of relevant research and concepts in audience-centered and informal museum learning, and proposes the constructivist museum. How visitors actually make meaning from their museum experiences is highlighted. [Amazon.com]

Educational Theory; Informal Education; Instructional Models; Learner Centred Programs; Museums; Personal Experiences

Hirsch, J.S. & Silverman, L.H. (2000). Transforming practice: Selections from the Journal of Museum Education. Washington D.C: Museum Education Roundtable Inc.

Each of this book's four sections includes an introductory essay; "sparks" excerpted from each article that might ignite debate; "reflections" by some of the authors looking back on their work; and discussion questions. Four case studies in the final section highlight the interplay among change, response, and understanding. [Publisher]

Anthologies; Case Studies; Educational Theory; Museums; Social Change

Hirzy, E.C., Ed. (1992). Excellence and equity: Education and the public dimension of museums. Washington, D.C: American Association of Museums.

Museums can make a significant contribution to the educational system and this report can help museums define how well they are carrying out their mission to serve the public. Recommendations are given to help museums meet the challenges of educational excellence in their projects. [SS]

Educational Objectives; Instructional Models; Museums; Program Evaluation; Research Reports; Social Change

Irwin, R.L. & Kindler, A.M. (Eds.). (1999). Beyond the school: Community and institutional partnerships in art education. Virginia: The National Art Education Association.

Provides an analysis of the importance of formal, systematic art education in school settings and explores ways in which this learning can be extended and supported by resources within the community. It presents a strong rationale for developing collaborative partnerships that can provide expertise, insight and, perhaps, funding, that are not readily available in schools. [SS]

Anthologies; Arts; Community Organizations; Community School Relationships; Cooperation; Fundraising

Jeffers, C.S. (1999). *When children take the lead in exploring art museums with their adult partners*. Art Education 52(6), 45-51.

Investigated child-guides' understanding of the art museum and its rules, the role of the tour guide, and descriptions and interpretations of art works. Results revealed that children's clear views of museums, rules, and tour guides reflected those of adults in their lives. However, when empowered, children took charge and acted responsibly as tour guide, scout, leader, and explorer; they grasped and constructed concrete meanings about artworks that were framed by their experiences with contemporary society. [Education Abstracts]

Children; Critical Thinking; Learning Outcomes; Museums; Personal Experiences; Research Projects; Student Instructor Relationships

Karwatka, D. (1997). *How British teachers use their technical museums*. The Technology Teacher 46, 34-37.

When visiting a technical museum in Britain, students arrive at a staging area that offers space to complete written assignments, talk with the teacher, rest or have a meal. They fill in question sheets as they walk around with parents or adult volunteers, watch informed museum personnel giving demonstrations, and conduct personal experiments. Students learn to appreciate their technical heritage and such visits promote further activities in school. Advice on visiting American technical museums is provided. [Education Abstracts]

Children; Community Organizations; Critical Thinking; History; Instructional Models; Sciences

Kaushik, R. (1999). *Access denied: Can we overcome disabling attitudes?* Museum International 51(3), 48-52.

Museums have made great advances in offering well-planned educational projects. This article addresses what still needs to be done to welcome disabled visitors.

Access to Information; Adult Education; Attitudes; Museums; Physical Disabilities; Research; Sciences

Kazemek, F.E. & Rigg, P. (1997). *"...the sense of soul...goes hand in hand with an aesthetic response": Art in adult literacy education.* Adult Basic Education 7, 131-144.

Imagination is indispensable for knowing the world. However, visual and musical imagery are ignored in education. Adult literacy education can be enhanced by the process of reading the world through print, pictures, and music. (SK) [AskERIC]

Adult Literacy; Aesthetic Experience; Arts; Integrated Learning; Literacy Across the Curriculum; Music; Visual Literacy

Keough, K. (1993). Artworks. An integrated performing arts/literacy teacher/learner guide. Boston, MA: World Education Inc.: System for Adult Basic Education Support.

Intended for literacy instructors working with students learning English as a Second Language (ESL), this guide contains materials for and about an integrated performing arts and literacy program that was developed for use with Asian Americans. The guide contains transparency masters, a lesson plan, and worksheets for a pre-acting workshop and materials for the actual acting workshop. The ESL student's self-confidence can be increased through such theater techniques. (MN) [AskERIC]

Curriculum Guides; English as a Second Language; Instructional Models; Integrated Learning; Learner Centred Programs; Lesson Plans; Theatre

Kerka, S. (1997). Popular education: Adult education for social change. ERIC Digest No. 185. Columbus, Ohio: ERIC Clearinghouse on Adult, Career, and Vocational Education.

Popular education is often interactive and draws on such popular culture as song, theater, dance, and puppetry. It can improve communication among audiences, promote respect for community values, enhance group spirit and demystify the information being conveyed. The adult educator's role is to facilitate the interactive process. [SS]

Adult Education; Community Education; Group Activities; Instructional Models; Popular Culture; Problem Solving; Social Change; Theatre

Key, H.A. (1992). *Museums: Educational resources for adult learners*. Adult Learning 3(8), 30.

Museums naturally have an educational role, but adult learners and educators often overlook the strong potential they have to promote learning while nurturing curiosity and critical thinking. This paper describes the various types of programs and services commonly offered by museums, and outlines the ways museum exhibits can be used to develop or reinforce learners' understanding of specific subjects or areas of study. [CE]

Adult Learning; Experiential Learning; Learning Environment; Lifelong Learning; Museums

Kidd, R. & Byram, M. (1979). Popular theatre: A technique for participatory research. Participatory Research Project. Working Paper no. 5. Toronto, Ontario: International Council for Adult Education.

Popular theatre can be an effective tool in adult education, offering a methodology for broad application but manageable at the local level. Through its entertainment value it can create awareness and foster community involvement, cooperative thinking and action, without feelings of educational inferiority arising from social prejudice or illiteracy. [SS]

Adult Education; Consciousness Raising; Instructional Models; Participatory Research; Popular Culture; Problem Solving; Social Change; Theatre

Kindler, A.M. (1998). *Aesthetic development and learning in art museums: A challenge to enjoy*. Journal of Museum Education 22(2-3), 12-16.

Current educational programming in museums tends to focus on the artifact, its creator and its social/political context. The visitor's intuitive responses to a work of art are neglected, but it is this aesthetic impact that invokes the greatest opportunity for learning through heightened curiosity and self-awareness. [CE]

Aesthetic Experience; Arts; Consciousness Raising; Critical Thinking; Informal Education; Knowledge; Museums; Personal Experiences

Langston, B. (1997, May/June). *Museums building partnerships*. Museum News 38-46.

Outlines three museum projects that were conducted in partnership with community organizations. It does not refer to literacy projects but is a relevant article on examples of successful museum-community collaborations. [LC]

Case Studies; Community Organizations; Community Resources; Cooperation; Museums

Longley, L. (1999). *Gaining the arts literacy advantage*. Educational Leadership 57(2), 71-74.

Public schools must give all students the arts-literacy advantage by developing their skills in communication, culture, cognition, and creativity. The author feels that afterschool programs and private lessons are insufficient. Results from a national study find that a district's provision of arts education is strongly influenced by community support, insistence, and participation. (MLH) [AskERIC]

Arts; Communication; Community Resources; Cooperation; Cultural Education; Educational Reform; Research

Mackin, K.J. & Kaplan deVries, D. (1993). The Northern New England social action theater. Literacy theater staff training project: An evaluation. Portsmouth, New Hampshire: RMC Research Corporation.

Examined the effectiveness and reliability of staff training programs provided by the Northern New England Social Action Theater (NNESAT), whose touring component travels around the country promoting the use of improvisational theater as a means of training for all levels of literacy practitioners. (MN) [AskERIC]

Instructor Training; Literacy Instruction; Program Evaluation; Research Projects; Theatre

Mallery, A.L. (2000). Creating a catalyst for thinking: The integrated curriculum. Massachusetts: Pearson Education Company.

Defines the term interdisciplinary education, and outlines such methodology and teaching, giving a detailed guideline on how to create teaching units with this focus. It is a textbook designed for elementary and middle school teachers, but the content is relevant to the learning issues associated with adult literacy. [LC]

Elementary Education; Instructional Models; Integrated Learning; Literacy Across the Curriculum

Medved, M.I. & Oatley, K. (2000). *Memories and scientific literacy: Remembering exhibits from a science center*. International Journal of Science Education 22(10), 117-132.

The contribution of science centres to scientific literacy was investigated by determining memory retention in a group of visitors, both immediately and one month after viewing two exhibits. [SS]

Community Organizations; Learning Psychology; Memory; Research Projects; Sciences

Moffat, H. (1988). *The educational use of museums: An English case study*. History and Social Science Teacher 23(3), 127-131.

Discusses the establishment and function of the Museums Committee of Her Majesty's Inspectorate, a committee formed to encourage the effective use of England's museums. It describes the various programs initiated by the committee, focusing on the best practices of the schools using museum resources. (GEA) [AskERIC]

Case Studies; Community Programs; Community School Relationships; Instructional Models; Museums; National Literacy Campaigns

Nichols, S. (Ed.). (1992). Patterns in practice: Selections from the Journal of Museum Education 1984-1992. Washington D.C.: Museum Education Roundtable Inc.

Forty-seven selected articles from the *Journal of Museum Education,* plus ten new introductory essays by leaders in museum education and related fields are included. They explore some of the fundamental issues concerning the role of education in museums, from serving diverse communities to motivating visitors in an informal learning setting. [Publisher]

Anthologies; Cultural Education; Informal Education; Museums; Social Environment

Oliver, D. (1997). Literacy theatre. Concord, New Hampshire: New Hampshire State Department of Education.

Compiles information on "literacy theatre," a process that involves the presentation of a short play, followed by the actors staying in character for a dialogue with audience members. The guide defines literacy theatre as being constructed to involve the interaction of two to five people, a facilitator, and the audience; it demands cooperation and teamwork. Sample scenarios are presented throughout the manual. (YLB) [AskERIC]

Curriculum Guides; Drama; Group Activities; Instructional Models; Interactive Learning; Problem Solving; Theatre

Pittman-Gelles, B. (1988). *Defining art museum education: Can we agree?* The Journal of Museum Education 13(3), 21-23.

Presents a tentative definition for art museum education reached by 25 representatives of art museums during the course of a group discussion. The definition addresses four central components: (1) the importance of educators/education to a museum's mission; (2) the purpose/impact of art museum education with respect to visitors' understanding and appreciation of original art works; (3) the different ways in which learning occurs; and (4) the role and qualities of art museum educators. [CE]

Cultural Education; Educational Objectives; Instructor Profiles; Museums; Program Planning; Visual Literacy

Ramos-Ford, V. & Gardner, H. (1991). *Giftedness from a Multiple Intelligence Perspective.* In N. Colangelo & G.A. Davis (Eds.), Handbook of Gifted Education (pp. 55-64), Needham Heights, MA: Allyn & Bacon.

Examines the origins of standardized testing and presents a new, broader theory of "multiple intelligences" (MI theory) that describes intelligence in seven different ways: *linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal* and *intrapersonal*. Each form of intelligence is described, and recommendations are made for assessing intelligence within these seven categories. [CE]

Assessment; History; Multiple Intelligences Theory; Standardized Tests

Rice, D. (1988). *Vision and culture: The role of museums in visual literacy.* The Journal of Museum Education 13(3), 13-17.

Attempts to define what visual literacy is, and to describe its connections to cultural literacy and [formal] literacy. It also touches on the role of the museum in teaching visual literacy. [LC]

Cultural Education; Functional Literacy; Museums; Visual Literacy

Setting the stage for literacy. An anthology of adult student scripts: Volume 1, number 1. (1994). Boston, MA: Adult Literacy Resource Institute.

Describes how theater and improvisational drama can help adult learners develop basic literacy and English language abilities. Three teachers conducted classes to increase students' skills in improvisation, creative thinking, imagination, scriptwriting, and individual and group performance. Teachers' activities included a 20-hour orientation, a bi-weekly teacher-sharing, and the keeping of a detailed record of their work. (KC) [AskERIC]

Anthologies; Cooperative Learning; Drama; English as a Second Language; Integrated Learning; Student Produced Materials; Theatre

Sheppard, B. (2000). ***Do museums make a difference? Evaluating programs for social change.*** **Curator 43(1), 63-73.**

Looks at how museum missions are broadening into the realm of social inclusiveness. It calls for 'outcome based' evaluation to document innovative programming and the impact it has on the targeted population. Such documentation could show what effect museums are having in their communities and help attract future funding.

Learning Outcomes; Lifelong Learning; Museums; Program Evaluation; Programming; Social Environment

Sheppard, B. (2000). Museums, libraries and the 21st century learner. Washington D.C.: Institute of Museum and Library Services.

Outlines the common goals of museums and libraries as outlined by the Institute of Museum and Library Services [IMLS], and questions how the museum and library professions can assure inclusion in a new learning society.

Educational Objectives; Libraries; Museums; Professional Associations; Social Change

Silver, R.A. (1976). ***Using art to evaluate and develop cognitive skills.*** **American Journal of Art Therapy 16, 11-19.**

Describes a blend of art with the present technology of science and points to the potential effectiveness of art in the teaching of the physically handicapped. It outlines research projects that investigated the usefulness of art for the deaf.

Arts; Educational Theory; Physical Disabilities; Research Projects; Sciences; Technology

Storr, A.V.F. (1995). Current practice and potential: Research and adult education in museums. U.S. Department of Education Conference Panel. April, 1995.

Provides an overview of the kinds of adult programming offered in museums today; such programs are characterized by personal enrichment, rather than the acquisition of practical or specifically useful skills, as the common goal of most adult learners and program developers. (MAS) [AskERIC]

Adult Education; Instructional Models; Lifelong Learning; Literacy Programs; Museums; Programming; Research

Weirauch, D. (1997). *Action research and faculty development in a museum*. New Directions for Adult and Continuing Education 73, 42-46.

Examines an action research project undertaken in a large museum that hosts adult education programs based on understanding the problem, defining the project, determining the needs, implementing an action and observing the results, and evaluating the results and reflecting on the project. The study demonstrates the problem-posing and problem-solving value of action research and the usefulness of repeated cycles of research, and provides a strong argument for the action research process for adult learners. [Education Abstracts]

Adult Learners; Case Studies; Museums; Participatory Research; Problem Solving; Program Planning; Research Methods

Section 2: Readings Recommended by Participants

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AtKisson, A. (1999). Believing Cassandra: An optimist looks at a pessimist's world. Vermont: Chelsea Green Publishing.

Auerbach, E. (1953). Mimesis: The representation of reality in Western literature. Princeton: Princeton University Press.

Banes, S. (1979). Terpsichore in sneakers: Post-modern dance. Boston, MA: Houghton Mifflin.

Barton, D. & Hamilton, M. (1998). Local literacies: Reading and writing in one community. New York: Routledge.

Behar, R. (1996). The vulnerable observer: Anthropology that breaks your heart. Boston: Beacon Press.

Bettleheim, B. (1977). The uses of enchantment: The meaning and importance of fairy tales. New York: Vintage Books.

Cameron, S.D. (2001). The ArtsSmarts story. Ottawa, ON: Canadian Conference of the Arts.

Chesebrough, D.E. (1998). *Museum partnerships: Insights from literature and research*. Museum News 50-53.

Clements, C.B. & Barret, D.B. (1993). *The quality of life program: Fostering creativity in seniors through a museum experience*. Journal of Physical Education, Recreation and Dance 64, 48-51.

Croce, A. (1995). *Discussing the undiscussable*. Dance Connection Summer.

Curtiss, D. (1990). *Visual thinking: How do we define, identify and facilitate it?* In J.C. Baca & R. Braden (Eds.), Investigating visual literacy (pp. 345-351), Blacksburg, VA: International Visual Literacy Association, Inc.

Dissanayake, E. (1992). Homo aestheticus: Where art comes from and why. New York, NY: Free Press.

Dissanayake, E. (1992). Homo aestheticus: Where art comes from and why. New York, NY: Free Press.

Falk, J. & Dierking, L. (1992). The museum experience. Washington, D.C.: Whalesback Books.

Fortner, R.W. (1983). *Evaluation of a nonformal museum program for adult environmental-education*. Ohio Journal of Science 83(2), 53.

Freire, P. (1970). Pedagogy of the oppressed. New York, NY: Herder and Herder.

Friso, L. (2001). La stratégie des maringouins. Montreal, QC: Video Femmes.

Gardner, H. (1993). Frames of mind: The theory of multiple intelligences. New York, NY: Basic Books.

Gardner, H. (1999). Intelligence reframed: Multiple intelligences for the 21st century. New York, NY: Basic Books.

Garrett-Petts, W. (2000). PhotoGraphic encounters: The edges and edginess of reading prose pictures and visual fictions. Edmonton, AB: University of Alberta Press.

Garrett-Petts, W.F. & Lawrence, D. (1996). Integrating visual and verbal literacies. Winnipeg: Inskshed Publications.

Goldberg, N. & Guest, J. (1986). Writing down the bones: Freeing the writer within. Boston, MA: Shambhala Publications.

Gopnick, A. (1992). The death of an audience. The New Yorker 68(33).

Grabill, J.T. (2001). Community literacy programs and the politics of change. Albany: SUNY Press.

Hale, R.B. & Coyle, T. (1979). Albinus on anatomy. New York: Watson-Guptill Publications.

Hamilton, M. Visual representations of literacy in the press: Final report to the Leverhulme Trust. Lancaster, UK: Literacy Research Group, Department of Educational Research, Lancaster University.

Hamilton, M. Visual representations of literacy in the press: Final report to the Leverhulme Trust. Lancaster, UK: Literacy Research Group, Department of Educational Research, Lancaster University.

Heath, S.B. (1983). Way with words: Language, life, and work in communities and classrooms. New York: Cambridge University Press.

Housen, A. (1987). *Three methods for understanding museum audiences*. Museum Studies Journal, 2, 4.

Housen, A. & Yenawine, P. (1998). Starter lessons. A semester-long introduction to the Visual Thinking Strategies Curriculum. Contains lesson plans, slides, image lists. (Curriculum)

Housen, A. & Yenawine, P. Visual Thinking Strategies Curriculum. A multi-year curriculum (grades 1-3, 4-7) using art objects to teach critical and creative thinking in schools. Contains lesson plans, slides, image lists. (Curriculum)

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Tufnall, M. & Crickmay, C. (1990). Body, space, image: notes towards improvisation and performance. London: Virago.

Weil, S. (1990). Rethinking the museum and other meditations. Washington, D.C.: Smithsonian Institution Press.

Weil, S. (1995). A cabinet of curiosities: Inquiries into the museums and their prospects. Washington, D.C.: Smithsonian Institution Press.

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Zimmerman, M.L. & Perkin, G.W. (1982). *Instructing through pictures: Print materials for people who do not read.* Information Design Journal 3, 119-134.

Section 3: Annotated Web sites

Art in the Park
http://www.artinthepark.co.uk/index.html

A not-for-profit trust devoted to making art with people for city parks and gardens. Run by practising artists, Art in the Park works with people of all ages and abilities from schools, community groups and professional teams to create tailor-made educational art projects for permanent public display. Their studios and training space are located in the centre of Burgess Park, London, and hosted by Southwark Council's Park Ranger Service. [Homepage Text]

ARTSEDGE
http://artsedge.kennedy-center.org

Supports the place of arts education at the center of the curriculum through the creative and appropriate uses of technology. ARTSEDGE helps educators to teach in, through and about the arts. [The site] was established under a cooperative agreement between the John F. Kennedy Center for the Performing Arts and the National Endowment for the Arts (with additional support from the U.S. Department of Education). [Homepage Text]

ArtsEdNet: The Getty's Art Education Web Site
http://www.getty.edu/artsednet/home.html

Contains lesson plans, curriculum ideas, and virtual picture galleries based on a range of themes and Getty museum exhibits. It is also host to "ArtEedNet Talk," an online discussion group or listserv that focuses on arts education. [CE]

GEM: Group for Education in Museums
http://www.gem.org.uk

Promotes the importance of learning through museums and galleries. It is based in the UK but has members around the world. One initiative is the "Freelance Network," a specialist group of freelance educators and consultants that provides training and networking opportunities to members. [CE]

InfoZone: Learning Resource Centre: Museums, Adults & Learning
http://infozone.museum.vic.gov.au/finding/lrcmal.html

InfoZone is a dynamic research facility located at Melbourne Museum. It offers a range of opportunities for people to access Museum Victoria's vast store of information, expertise and collections... [The] Melbourne Museum has deliberately recruited staff with expertise and experience in the field of adult education. We are involved with the tertiary education and adult and community education sectors. We have a layered approach to learning...[and provide] a context which supports people in their preferred learning styles as well as encouraging them to acquire new ways of learning. ["About InfoZone"/"Finding Information" pages]

Institute of Museum and Library Services
http://www.imls.gov/

An independent Federal agency that fosters leadership, innovation, and a lifetime of learning by supporting the nation's museums and libraries. Created by the Museum and Library Services Act of 1996, P.L. 104-208, IMLS administers the Library Services and Technology Act and the Museum Services Act. The Institute receives policy advice from two Presidentially appointed, Senate confirmed entities: the National Commission for Libraries and Information Science and the National Museum Services Board. ["Who We Are" Page]

National Park Service: Parks as Classrooms
http://www.nps.gov/interp/parkclass.html

Parks as Classrooms (PAC) programs and materials provide on- and off-site learning opportunities which are consistent with and accentuate existing curriculum requirements.
PAC resources include: curriculum-based education programs, audio-visual materials including videos, accredited teacher training and workshops, traveling trunks and kits, teacher and student resource guides. National Park Service personnel work directly with educators to provide learning materials and experiences . Resources are the result of partnerships between national park sites and neighboring school districts, but final products often have wider applications and provide a connection to national curriculum standards. [Homepage Text]

Ontario Healthy Communities Coalition: Community Development Fact Sheets
http://www.healthycommunities.on.ca

Define social issues, and describe various ways in which citizens can become involved. Fact sheet topics include: Social Capital, Resilient Communities, Social Marketing, Community Capacity Building, and Healthy Community Indicators. [CE]

Reading the Museum: The Literacy Program of the Canadian Museums Association
http://www.nald.ca/rtm.htm

Describes a program of demonstration projects, workshops and information- sharing activities to encourage literacy in and through museums. The program began in 1993, is Canada-wide and is supported by the National Literacy Secretariat. [Homepage Text]

Teacher's Centre of the Virtual Museum of Canada
http://www.virtualmuseum.ca/English/Teacher

An online gateway to hundreds of museums located across the country. The Teacher's Centre features a range of lesson plans, exercises, games, virtual exhibits and other educational materials created by museums, as well as links to individual museums' programs. The site is the product of a partnership between Canada's museum community, the Department of Canadian Heritage, and the Canadian Heritage Information Network. [CE]

The Learning Edge
http://thewclc.ca/edge/

An interactive, web-based e-zine that presents information for many literacy levels and interests. It is a pilot project of the Wellington County Learning Centre in Arthur, Ontario, Canada, in partnership with AlphaPlus/AlphaRoute.

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